

The Maine HOUSSE Standard *(High Objective Uniform State Standard of Evaluation)*

Content Knowledge Rubric

Maine Department of Education
May 2004



The *No Child Left Behind (NCLB)* Act “Highly Qualified” Teacher Requirements

States must report annually to the U.S. Department of Education, the following teacher quality information:

- Professional qualifications of teachers in the state.
- Percentage of teachers teaching under emergency or provisional credentials.
 - ✓ (Note the federal government’s definition of provisional credential addresses someone who is **NOT** fully certified. Teachers who hold Maine Provisional Certificates are fully certified.)
- Percentage of core academic classes statewide taught by teachers not meeting the “highly qualified” teacher requirements (in total and broken out by high-poverty and low-poverty school status).

TO BE “HIGHLY QUALIFIED”
TEACHERS MUST MEET **ALL** OF THE FOLLOWING
THREE CRITERIA:

- Hold a bachelor’s degree from an accredited college or university, *AND*
- Hold a Maine provisional, professional, or master teaching certificate, *AND*
- Hold appropriate endorsement(s) for the current teaching assignment(s).

AND

VERIFY CORE CONTENT AREA COMPETENCY.

Core Academic Subjects

NCLB defines core academic subjects as:

- ▶ Social Studies:
 - Civics/Government
 - Economics
 - History
 - Geography
- ▶ Foreign Languages
- ▶ English, Reading, or, Language Arts
- ▶ Mathematics
- ▶ Science:
 - General
 - Life
 - Physical
- ▶ Art

NCLB does not recognize Elementary Curriculum as a core academic subject. Teachers of Elementary Curriculum must verify competency across English, Reading or Language Arts, Mathematics, Science, and Social Studies.

- ✓ Note: Elementary Specialists who teach only one subject, e.g. reading or literacy, must verify content competency in the one content area only.

VETERAN TEACHERS

- Maine is required to identify teachers who meet the federal “Highly Qualified” definition.
- Maine believes most veteran teachers meet the definition of “Highly Qualified.”
- NCLB allows two options for veteran teachers to verify content competency in each core academic subject they teach.

OPTION #1

- Have a major (24 credit hours) in the content taught, **OR**
- Have documented coursework equivalent to a major in the content taught, **OR**
- Hold National Board Certification in the content taught, **OR**
- Hold an advanced degree in the content taught, **OR**
- Achieve a passing score on the appropriate Praxis II content test.*

**Praxis II content tests to be available in Maine in 2005*

OPTION #1 IS SELECTED

- Complete “Highly Qualified” Identification Form.
- Attach documentation supporting option #1
- Sign and submit Statement of Assurance form (to school or district NCLB Official)
- Maintain personal records of all forms and documentation



HOUSSE

OPTION #2: HOUSSE

HIGH OBJECTIVE STATE STANDARD OF EVALUATION

In lieu of requiring testing, States may develop a method by which current teachers can demonstrate competency in each subject they teach.

- The HOUSSE is an option for veteran teachers to demonstrate that they are “highly qualified” to teach the core academic content they are assigned to teach.
- Teachers who do not satisfy the federal definition of “*Highly Qualified*” Teacher in one or more core academic content areas for which they have teaching assignments can complete a HOUSSE **for each** such assignment.



HOUSSE

OPTION #2 = HOUSSE IS SELECTED

SATISFYING HOUSSE REQUIREMENTS

- Complete the “Highly Qualified” Identification form
- Complete the Maine HOUSSE Standard Content Knowledge Rubric.
- Achieve a total of 100 points across at least three (3) categories on the Rubric.
- Complete one HOUSSE Rubric for each core content taught. *

* *Elementary teachers complete only one for the 4 elementary subjects combined – not a separate HOUSSE for each.*

THE THREE **HOUSSE CONTENT KNOWLEDGE RUBRICS**

1. For Elementary (K-8) teachers including self-contained special education
 2. For Departmentalized middle, junior high, and high school teachers including self-contained special education
 3. For other K-12 teachers (Alternative education, ESL, Bilingual, foreign language, and visual and performing arts)
- ✓ Teachers complete the rubric(s) appropriate to their teaching assignments

Five Categories of Evidence

The HOUSSE Rubric allows teachers to demonstrate content knowledge in each core academic subject they teach:

1. Years of teaching experience in the content area
 2. Content area college coursework and assessment taken
 3. Content area professional development
 4. Service to the content area
 5. Content area awards and scholarship
- ✓ Must provide evidence of content knowledge in at least 3 categories on the rubric.

“Highly Qualified”

- Teachers who document 100 points on the HOUSSE Rubric satisfy the definition of a “Highly Qualified” Teacher.
- Teachers who can not document 100 points on the HOUSSE Rubric have until the end of the 2005-2006 school year (August 31, 2006) to either:
 - Accumulate 100 points for each core academic subject taught by participating in activities listed on the HOUSSE Rubric;
 - OR**
 - Pass a state test of content knowledge for core academic subject(s) and level(s) taught.

TEACHER DOCUMENTATION/EVIDENCE TO ACCOMPANY COMPLETED HOUSSE RUBRIC

- Copies of college transcripts
- Documentation of content-related professional development activity
- Résumé
- Teacher Action Plan
- Letters of acknowledgement or recognition
- Official statements certifying participation in professional activities
- Copies of certificates/endorsements held
- Copies of score report(s) for State tests
- Other

TEACHER FORMS

Teachers who can document that they meet the “highly qualified” definition for all teaching assignments in core academic subjects will submit the following to their designated building or district NCLB Teacher Quality official:

- **“Highly Qualified” Teacher Identification Form** (Identifies the option, #1 or #2, which the teacher has selected)
- **Statement of Assurance Form**
(A one-page summary of the content area(s))
- **Maine HOUSSE Content Knowledge Rubric** (if using option #2), including worksheets and documentation

“HIGHLY QUALIFIED” TEACHER **PAPERWORK**

- Completed within the district or school by the end of the 2003-2004 school year.
- Forms will be kept on file at the building or district level.
- Forms used to compile data about the numbers and categories of “highly qualified” teachers for school, district, and state reports required by NCLB.

FORMS

How often must they be completed?

The following forms are completed one time only if they represent verification of the teacher having satisfied the “Highly Qualified Teacher” standard for the subject he/she is assigned to teach.

- “Highly Qualified Teacher” Identification form core subject(s) assigned to teach.
- Statement of Assurance Form, and
- HOUSSE Rubric (if using option #2)
- “Highly Qualified Teacher” Verification Form

✓ **Remember: Individual forms must be completed for EACH content area the teacher is assigned to teach.**



HOUSSE

How often do I complete the HOUSSE Rubric if I don't achieve 100 points?

- If 100 points is not achieved on the HOUSSE Rubric, an action plan statement of how the teacher intends to move to 100 points by the end of the 2005-2006 school year (August 31, 2006) must accompany the HOUSSE Rubric.
- The Maine HOUSSE Rubric should then be completed annually, and the action plan updated accordingly, until 100 points is achieved.

What if I don't achieve 100 points on the HOUSSE Rubric by August 31, 2006?

- Schools and/or school districts must develop a plan for providing the professional development necessary for teachers to achieve “Highly Qualified” status.
- Schools and/or school districts may dedicate Title I and Title II, part A funds to support professional development and assist teachers in achieving “Highly Qualified” status.

What if my teaching assignment changes next year?

You will need to complete all of the forms again for the new teaching assignment if it is a core academic subject different from the subject for which you previously have been designated as “Highly Qualified.”

Does my “Highly Qualified” Teacher designation follow me if I change employment to another school district?

Once you achieve the “Highly Qualified” Teacher designation for a core academic subject, you remain “Highly Qualified” for that subject if you teach in Maine.

There is no guarantee that another state will accept your Maine “Highly Qualified” status. You may be requested to complete that state’s HOUSSE standard.

It is important to keep personal copies of all completed HOUSSE rubrics and accompanying documentation.

The Maine Commitment

The Maine Department of Education is committed to supporting district and individual efforts to ensure that all teachers in core academic subjects are designated “highly qualified” by the end of 2005-2006 (August 31, 2006) and will:

- Provide updated information if and as changes are made at the federal level;
- Provide training to districts and schools on the use of the Maine HOUSSE for identifying “Highly Qualified” Teachers;
- Provide support through the department website, offering downloadable forms, frequently asked questions and an email address to facilitate communication with the field



HOUSSE

FOR ADDITIONAL INFORMATION

The Maine Department of Education

(207) 624-6600

OR

Visit the U.S. Department of Education website for a copy of the “TOOLKIT FOR TEACHERS” — Provides straightforward information about NO CHILD LEFT BEHIND and the law’s “Highly Qualified Teacher” provisions in particular.

www.ed.gov/teachers/nclbguide/index2.html

And for guidance documents:

www.ed.gov/programs/teacherqual/guidance.doc